

- a. The conducting of orientation courses.
- b. Providing for freshman week.
- c. Acquainting freshmen with college customs.
- d. Selecting, in conjunction with the president and dean, teachers conspicuous for their teaching ability to handle all freshmen classes.
- e. Utilizing tests of (1) intelligence, (2) achievement, (3) character, and also personality ratings and personal interviews.
- f. Sectioning classes according to the results of the psychological and achievement tests used.
- g. Providing a balance between curricula and extra-curricula activities.
- h. Providing for individual differences.
- i. Providing specific information courses throughout college.
- j. Providing avenues through which attainment of students' goal may be secured; in other words, giving a thorough course in vocational education, the purpose of which will be to acquaint the students with the philosophies and objectives of vocational education in the various professions and occupations of life.
- k. Providing for the revision of the curriculum wherever necessary.
- l. Endeavoring to relate instructional materials to students' life.
- m. Providing for the readjustment of misfits as necessity may demand.
8. Although guidance in college is essentially a freshman problem, provision should be made for the remaining years of college life.
9. In order to make such provision, there should be class or departmental advisers who work on a co-operative scheme of guidance.
10. Throughout the college career of each student there should be provision for placement and follow-up. With reference to placement, the students should be located in summer positions, the nature of which

should be comparable to the course which they are pursuing.

11. Clubs and organizations should be developed according to the interests of the students, such as Engineering Club, Chemical Club, Education Club, etc. In these clubs and organizations the student should be faced with such situations as would require participation, purposeful activity and careful observation.

DR. SIDNEY B. HALL

### BOOKS

CAN TWENTIETH CENTURY CHILDREN BE TRAINED IN EIGHTEENTH CENTURY SCHOOLS?

RURAL LIFE AT THE CROSSROADS. By Macy Campbell. New York. Ginn and Co. 1927. Pp. 482.

Dr. Campbell writes this sympathetic and stirring account of the rural life problem from a long and varied experience, and has assembled an unusually practical body of data—economic, social and educational. In the main the first half of the book is concerned with the social and economical aspects of the problem—the trend toward peasantry, the cityward migration of the strongest, and the counteracting tendencies of co-operative growing and marketing. The latter half of the book is chiefly devoted to the educational task, taking for its text the Jeffersonian dictum that "no people can remain both ignorant and free." The author here brings out clearly the values of consolidation, of the farm-life type of school, of rural vocational education, and of adequate financing.

Of particular significance for Virginia are two concepts: the accurate classification of the opponents and proponents of an adequate system of rural schools; and an interpretation of the financial plans of other states which offer the rural boy and girl an opportunity somewhat equivalent to that of his city brother and sister. Better buildings, better teachers, a better curriculum, better equipment, a longer school term—and



our rural boys and girls will make a wiser choice than now between life at the cross-roads and life on Main Street. Will Virginia's leaders awake to the fact that the "hope of rural America lies in the education of the youth," and lay aside political issues and economic theories for such a sound financial plan as that of California or Massachusetts, before the hour is too late? Or will ignorance and conservatism have reduced our agricultural class, which once furnished the nation's first leaders, to an European-like peasantry because its schools were of the eighteenth and not the twentieth century in their outlook?

W. J. GIFFORD

### STORIES TOLD BY FIGURES

SOCIAL ARITHMETIC, Books One, Two and Three. By Frank M. McMurry, and C. Beverley Benson, New York: Macmillan Company, 1926.

Here are three books apparently covering all the ordinary applications of arithmetic from the beginning in which the need for number is shown by story and picture along with exercises which illustrate the operations required and the number of facts necessary to carry on these operations, clear through to the consideration of the questions of the cost of renting or owning a home, borrowing money for use in business, expenses of the Federal Government, and practically all questions in which the ordinary operations of arithmetic are used.

The first book appears to cover the work of the first four grades and the need of the number facts introduced in each case is brought to the attention of the child by means of interesting stories and numerous illustrations. This book closes with a set of test exercises for discovering one's weaknesses in the elementary application of the fundamental operations along with a few simple tables of denominate numbers for reference.

Book Two for the fourth and fifth grades keeps up the interesting stories under such captions as The Story of Bread, Our Supply of Meat and Its Cost, The Story of Coal, How Science Protects our Health, and so on. We are carried through the usual review of fundamental operations with the introduction to and practice of percentage and the use of practical measurements and denominate numbers. Again this book closes with a very interesting group of tests under the general heading of How to Find and Cure Your Weak Point in Arithmetic. These tests, if properly handled by the teacher and the pupil together, should be of great value for the development of accurate computation.

Book Three, covering perhaps the last two years of arithmetic, brings in applications of arithmetical computation in such subjects as Paying for a College Education, Keeping Private Accounts, Investment in Stocks and Bonds, The Value of Life Insurance, How a Bank Serves a Community, and so on. The same general plan of a running story or an illuminating picture or graph showing the need of the operations required obtains through the book. Toward the end of the book we have a chapter containing an elementary account of the metric system and such operations as square and cube root and rules for mensuration with tables for reference.

The three books as a whole give perhaps as complete an exposition as could be expected of the ways in which numerical computation may be carried on in order to obtain the results ordinarily required in the life of any individual, and appear to contain not only all the arithmetical knowledge necessary for the ordinary citizen but also a means of testing the correctness of this computation. The thoughtful reader, although no longer a child, will find much of interest in these books.

H. A. CONVERSE



## SOURCE BOOK IN EDUCATIONAL PSYCHOLOGY

READINGS IN EDUCATIONAL PSYCHOLOGY. By C. E. Skinner, I. M. Gast, and H. C. Skinner. New York: D. Appleton and Co. 1926. Pp. xxvii + 833.

Teachers of educational psychology have been waiting for such a volume for some time and will be pleased to have at least one available source-book in the field. The more than six hundred selections are supplemented with "questions and problems" following each chapter. To short chapter bibliographies is added a longer general bibliography at the end of the book. A glossary as well as a careful index render the volume more useful.

First impressions lead one to question the inclusion of numerous excerpts which seem to belong to the field of general psychology. Furthermore the book quotes widely from materials not freshly from the press, while numerous recent publications seem to have been overlooked. Again the number of topics seems out of balance, when one notes, for example, that less than eighty selections are given on the two topics of individual differences and the learning process as against a total of a hundred and fifteen on heredity and intelligence. Moreover, such topics as apperception, association, memory, imagination, attention and interest, consume a disproportionate amount of space with the rest of the treatise, when psychology is undergoing such a fundamental revision and this classification is being constantly challenged.

On the other hand, the authors have prefaced each chapter with a valuable short introductory discussion, have sought to cater to no one school of psychological thought, and have in the main kept the excerpts relatively short. They have also, where it seemed important, prefaced readings with a short explanatory statement, or where no suitable reference was to be had they have written upon the topic themselves. Undoubtedly teachers of educational psychol-

ogy with limited libraries will find here a serviceable tool for their students. These authors are pioneers in an important field of work.

W. J. GIFFORD

## OTHER BOOKS OF INTEREST TO TEACHERS

FIRST YEAR LATIN. By Walter Eugene Foster and Samuel Dwight Arms. Richmond, Virginia: Johnson Publishing Company. 1925. Pp. 351. \$1.28.

Some of the outstanding features of this beginning Latin Book are the simple and novel presentation of subject matter, the excellent vocabulary drill, the numerous illustrations and tables showing the relation of English words to Latin and Latin words to one another, the list of Latin idioms and expressions, and the summary of Latin mottoes.

The lessons are so arranged that the vocabulary and principles are on the righthand page and the exercises based on those principles are on the reverse side of the page, so as not to be accessible to the student in the classroom. The Latin stories and Latin play will be a source of inspiration to beginners.

FIRST LATIN, WITH COLLATERAL READING. Book One. By Victor E. Francois. Boston: Allyn and Bacon. 1926. Pp. 550. \$1.40.

In this book intended for immature beginners the lessons present one principle at a time, for instance, one case of a declension instead of the entire declension.

The Latin readings fulfill the demands of the Report of the Classical Investigation. The English readings discuss Roman children's life, education, customs, etc.

The numerous illustrations which bear directly on the subject matter give something of a cultural side of Roman life.

TEACHING CHILDREN TO READ. By Paul Klapper. New York: D. Appleton and Company. 1926. Pp. 304.

A thorough revision of the author's earlier publication, this manual of methods of teaching reading in elementary and junior high school presents fully the theory underlying classroom practice and stresses all forms of silent reading.

ONE-ACT PLAYS. Compiled and edited by George A. Goldstone. Boston: Allyn and Bacon. 1926. Pp. 408. \$1.00

A rich variety ofactable short plays is to be found in this newest volume in the Academy Classics for Junior High Schools—one of the most notable series of texts offered for these grades. The fifteen plays here offered are Bonstead's *Diabolical Circle*, Saunders's *Figureheads*, Rostand's *Romancers* (Act I), Bates's *The King's English*, Dunsany's *Lost Silk Hat*, Cheng-Chin Hsuing's *Thrice-Promised Bridegroom*, Chekhov's *The Boor*, Gregory's *Workhouse Ward*, Gerstenberg's *The Unseen*, Tompkins's *Sham*, Wilde's



*Confessional*, Goodman's *Dust of the Road*, O'Neill's *Ile*, Drinkwater's *God of Quiet*, and Kemp's *The White Hawk*.

RECENT POETRY. Collected and edited by Roy L. French. Boston: D. C. Heath and Company. 1926. Pp. 428. \$1.60.

Truly an anthology, this gathering of poetic flowers is probably the best collection of contemporary verse now available in a single volume for high school students. The editor has brought to his undertaking not only a fine feeling for poetry, but a keen ability in interpretation which informs much of his critical comment.

Speaking of free verse, Mr. French writes: "With a little practice any reader can tell the difference between good and bad free verse. The two things are as unlike as two copper wires, one of which is carrying an electric current." What an informing comparison is that! And let it be said that a remarkably large proportion of the verse in this volume is "charged."

But emotional content alone does not make poetry. And, as evidence of the editor's sense in this respect, another casual note may be cited: "Wars and other occasions of national moment always call forth a flood of verse, ninety-nine per cent of which is very bad indeed. The reason is simple. Art of every kind is the result of emotion which has been disciplined within form. Such an event as a war rouses emotions in all men; but only a few have the ability or the willingness to discipline their feelings, and even fewer have a clear idea of form."

The poetry is by American, English, Irish, and Canadian writers, all of whom were living in 1900.

PLAIN TRIGONOMETRY AND TABLES. By Herbert E. Buchanan and Pauline Sperry. Richmond, Virginia: Johnson Publishing Co. Pp. 116, Table. Pp. 112.

This text makes an appeal to the teacher on the basis of its brevity and conciseness of treatment. Among the interesting features are the early introduction of the definition of the functions in terms of rectangular co-ordinates, saving some time and duplication of material in the definitions of trigonometric functions for the general angle. The periodicity of trigonometric functions is shown graphically by the use of both rectangular and polar co-ordinates. In the graphic representation of the functions in rectangular co-ordinates, the graphs are notably out of proportion owing to the fact that the measured distance  $\pi$  on the axis is more nearly equal in length to two units than to 3.14, which is its approximately correct length. The objection to giving a pupil the wrong idea of the proportion of the sine curve to the cosine curve could, however, be very readily corrected in another edition.

Further, the use of degrees as units on one axis and numbers on the other without proper explanation of the meaning, seems questionable.

The author has introduced the use of the theory of projection in order to simplify the proof of addition theorem.

The text contains a page of useful algebraic, geometric and logarithmic formula.

The use of logarithmic and trigonometric tables is accompanied by tables for squares, cubes, and square and cube roots of numbers, and tables for conversion of radians to degrees, and also from minutes and seconds to decimal parts of a degree, and vice versa, with a terse explanation of the tables at the beginning.

To one who desires to give his trigonometry in a tabloid form the book will probably be useful.

FEDERAL AND STATE SCHOOL ADMINISTRATION. By William A. Cook. New York: Thos. Y. Crowell Co. 1927. Pp. xvi + 373. \$2.75.

The author has planned this work as a textbook for prospective teachers that they may be intelligent co-workers with school administrators, and for prospective non-teachers that they may be intelligent citizen-taxpayers and lay educational leaders. Altho in some respects the organization may be open to criticism, the part of local, state, and national features of school administration are interpreted in their interdependent functioning. The significance of the state as the directing unit, and the newer special tasks it is undertaking in the education of the less fortunate classes and in vocational education of different types—these are shown to be the outgrowth of the American concept of democracy.

PRINCIPLES AND TECHNIQUE OF TEACHING. By Frank W. Thomas. Boston: Houghton Mifflin Co. 1927. Pp. 410. \$2.00.

This book is an attempt to meet the need that has been felt for some time for a text that would be of assistance to students about to enter upon their practice teaching. It is based upon what the author thinks to be the essentials in an introductory course in teaching practice.

The first of these essentials is an organized body of principles upon which the teaching procedure is based and which must be derived from the psychology of learning, namely, self activity, interest, and preparation and mental set. In this way the student is introduced to psychology as an aid in the solving of classroom problems.

The second essential is to become acquainted with and to evaluate the various "methods" or "plans" of procedure or as they are sometimes called, "types of learning." Under these the author lists and discusses the lesson for habits and skill, the lesson for appreciation, and the lesson for mastering knowledge.

The third feature which the author deems necessary to developing a well-grounded technique of teaching is carefully directed observation and first-hand study of actual teaching. Following out this idea chapters twelve to sixteen inclusive take up such problems as organization of subject matter, directing the recitation, directing study, use of projects and the developing of social responsibility. After each chapter is an outline guide for observation which should be of great help to both student and instructor in preparing for observations in the training school.

Throughout the book the writer has shown himself to be in sympathy with the modern education which emphasizes pupil initiative.